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IMPROVING THE VOCABULARY MASTERY OF STUDENTS THROUGH HYPONYMY GAMES

MENINGKATKAN PENGUASAAN KOSAKATA SISWA MELALUI PERMAINAN HYPONIM

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ABSTRACT

This research was based on students' problems regarding the students' vocabulary mastery in English teaching. Where the mean score was categorized as fair classification. Most of the students were not active in learning English language and also hard to understand learning material. Consequently, the students' vocabulary mastery was low. The objective was to find out wheter the use of hyponymy game able to improve the vocabulay mastery of the students. The researcher applied quasi-experimental method, with two-group pre-test post-test design. The test form was vocabulary test that related to describtive text which consisted of 25 items. The samples was chosen by using random sampling technique which consisted of 60 students of the Tenth Grade Students of SMK Negeri 3 Parepare. Where X.TKJ.1 as experimental class and X.Multimedia.1 as control class. The result of the data analysis showed that the students' vocabulary mastery improved significantly. It was proved by the mean score of pre-test was 55.86 and the post-test was 81.57. The mean score of the students in post-test was higer than Kriteria Ketuntasan Minimal (71) in SMK Negeri 3 Parepare. After analyzing the data by using SPSS 21, the result of probability value in post-test was (0.00) it was lower than significance value (α) = (0.05). Those indicated that H_0 was rejected and H_1 was accepted. It means that the students' vocabulary mastery where taught by hyponymy game was effective to improve the vocabulary mastery of Tenth Garade Students at SMK Negeri 3 Parepare of academic year 2016/2017.

Keyword: hyponymy, vocabulary mastery, English games.

ABSTRAK

Penelitian ini didasarkan pada masalah siswa terkait pada penguasaan kosa kata dalam pengajaran bahasa Inggris. Dimana nilai siswa dikategorikan sedang (cukup) berdasarkan penilaian. Disamping itu kebanyakan siswa tidak berpartisipasi aktif dalam pembelajaran bahasa Inggris dan siswa juga sulit me ngerti tentang materi. Oleh karena itu,

penguasaan kosa kata siswa rendah. Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan permainan hyponymy dapat meningkatkan kosa kata siswa. Peneliti meggunakan metode kuasi-eksperimen dengan desain dua kelompok test awal dan test akhir. Bentuk test adalah test kosa kata yang berhubungan dengan teks describetive yang berisi 25 soal. Sampel dipilih dengan menggunakan tehnik random sampling yang terdiri dari 60 siswa dari dua kelas yang diambil dari populasi siswa kelas sepuluh SMK Negeri 3 Parepare. Dimana kelas X.TKJ.1 sebagai kelas percobaan dan X Multimedia.1 sebagai kelas kontrol. Hasil analisis data menunjukkan bahwa penguasaan kosa kata siswa meningkat secara signifikan. Hal ini dibuktikan dengan nilai rata-rata pre-test adalah 55.86 dan post-test adalah 81.86. Selain nilai yang berbeda dari pre-test dan post-test, nilai rata-rata siswa dalam post-test adalah 81.86 lebih tinggi dari Kriteria Ketuntasan Minimal (71) di SMK Negeri 3 Parepare. Setelah menganalisis data dengan menggunakan SPSS 21, hasil dari probabilitas pada post test adalah (0.00) dan nilai signifikan adalah (0.05). Hal ini mengindikasikan bahwa H_0 ditolak dan H_1 diterima. Sebagai kesimpulan, pengajaran kosa kata menggunakan permainan hyponim efektif untuk meningkatkan penguasaan kosa kata bahasa Inggris siswa kelas sepuluh SMK Negeri 3 Parepare tahun ajaran 2016/2017.

Kata kunci: hyponim, penguasaan kosa kata, permainan bahasa Inggris.

INTRODUCTION

There are four abilities or skills that students should be mastered on English language especially in teaching and learning English. They are listening, speaking, reading, and writing. Besides, there are some aspect skills, such as vocabulary, pronunciation, and grammar. Vocabulary is one of the most important components in a language. Vocabulary is one of aspect in language teaching and learning, besides grammar and pronunciation. And also vocabulary is considered as the most important factor increasing mastery of learning and teaching English process.

Vocabulary is viewed as a major part of language proficiency as it allows learners to use four language skills: listening, speaking, reading, and writing Sarani And Shirzaei (2013). Further, Vocabulary is a vital part of language that students need to master in order to communicate effectively Keshta and Al-Faleet (2016). Teaching vocabulary in the school has important roles to the students. Resnick (1989) in Achmad (2013) argued that the students should be involved intensively in acquiring vocabularies are their task collaboratively with their classmate. So, those vocabularies will be realized and internalized in their own cognitive systems that may be utilized in their social language interaction and academic activities.

As one of International school, SMK Negeri 3 Parepare should provide or create the competitive students who can master English in their level. However, researcher found the other facts in this school. The researcher found that the vocabulary of the eighth year students of SMK Negeri 3 Parepare is still low. It was caused by the lack of motivation or interest of students in learning English. The students felt bored because the teacher used direct teaching method. So, the

researcher could assume that the main problem from this school is the lack of motivation of students, so it can influence the learning result of students.

The objective of this research is to solve the problem of students in learning English, especially their lackness in mastering vocabulary, at the Tenth Grade students of SMK Negeri 3 Parepare. The researcher was treated the students to learn English hyponymy game as a technique. No doubt, all students like games. It can reduce bored feeling of students and increase the interest of students in teaching learning activities. It can also make learning process more enjoyable.

LITERATURE REVIEW

Student motivation naturally has to do with students' desire to participate in the learning process. But it also concerns the reasons or goals that underlie their involvement or noninvolvement in academic activities.Vocabulary learning is one of the most important factors that foreign language learners encounter during the process of learning a foreign language *(Ahmadi, Ismail, & Abdullah, 2012)* because the role and importance of vocabulary in language learning had become increase in recent years *(Mubeen et al, 2014).* Moreover, vocabulary not only supports the four language skills, listening, speaking, reading, and writing, but also mediates between ESL students and content-area classes in that these students often find that lack of vocabulary knowledge is an obstacle to learning (Nam, 2010). The principles of teaching vocabulary should be considered by teacher, such as choose useful words, let the learners do the work, focus on different aspects of a word, provide meaningful learning opportunities, implement a regular testing schedule, and be patient with their learners (Space, 2009).

There are some classifications of vocabulary. Based on its use, vocabulary can be divided into active and passive vocabulary (Gogoi, 2015). Based on its form, vocabulary can be oral and printed. And based on its type, vocabulary divided into two types, they are receptive and productive vocabulary (Al-Dersi, 2013). Vocabulary, in this case word class, as a set of words that display the same formal properties, especially their inflections and distributions, similar to the more traditional term of part of speech. There are two major families of word classes, they are: (1) lexical/open classes and (2) function/closed classes (Xalapa, 2015).

Definition of hyponymy

Barret (1999) said that “Hyponymy is the relation between a subordinate term (e.g. cow) and a superordinate term (e.g. mammal).Harmer said that,” Another relationship which defines the meaning of words to each other is that of hyponymy, where words like banana, apple, orange, lemon, etc. are all hyponyms of the superordinate fruit. And fruit itself is a hyponym of other items which are members of the food family.

Thornbury (2002), gave his opinion that “Hyponym is another –nym word that is useful when talking about the way word meanings are related. A hyponymous relationship is a kind of relationship, as in A hammer is a kind of tool or A kiwi is akind of bird (and a kind of fruit). Thus, hammer is hyponym of

tool; kiwi a hyponym of bird (and fruit). Co-hyponyms share the same ranking in a hierarchy: hammer, saw, screwdriver are all co- hyponyms; tool is the superordinate term. But saw also has a superordinate relation to different kinds of saw: fretsaw, chainsaw, jigsaw, etc.

Shortly, Hyponymy is included in semantic relations besides synonymy and antonym that can be used to present meaning. “When the meaning of one form is included in the meaning of another, the relationship is described as hyponymy. When we consider hyponomous connections, we are essentially looking at the meaning of words in some type of hierarchical relationship.”

Definition of Game

A game is an activity with rules, a goal and an element of fun. According to Aslanabadi and Rasouli (2013), Games have always brought in relaxation and fun for students, and they learn and retain new items easily. Some games can be quite instructive and enlightening. Nicolson and Williams in Tuan (2012), define the game as a form of teaching which may be used in circumstances where ordinary approaches are not well tolerated; when attention is hard to get and harder to keep. Mustafa (2011), which stated that games are considered to be an unavoidable factor for enhancing and accelerating the teaching learning process. With the acceleration of teaching learning process, students’ achievement will also be improved in all their respective subjects.

Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful. Furthermore, Andrew Wright et al. (2010) cited in Lawrence (2013) defined the term ‘game’ to mean an activity in which the learners play and usually interact with others. Moreover, Nicolson and Williams (1975, p: 1) in Pathan & Aldersi (2014) define the game as a form of teaching which may be used in circumstances where ordinary approaches are not well tolerated; when attention is hard to get and harder to keep.

The researcher point of view assume that that game can be educational tool which allows learners play and make the lessons more interesting and enjoyable. The games also be defined as a useful and effective activity which the learners play and usually interact with others when attention is hard to get and harder to keep.

Seeing the advantages, Vocabulary learning Games have many advantages for language teachers and learners at the same time. For example they help learners to learn the language when they are engaged in the game and enjoy it without noticing that they are learning the language, and the teacher is pleased because he enjoys presenting the language in a playful atmosphere which makes the job interesting. Al Masri &Al Najar (2014), Games have always brought in relaxation and fun for students, and they learn and retain new items easily. Some games can be quite instructive and enlightening. Language learning is a hard task which can sometimes be frustrating. Constant effort is required to understand, produce, and manipulate the target language.

To ensure that teaching vocabulary using Hyponymy Games is an easy an effective, Hegde (2000), proposed the way how to teach vocabulary using hyponymy. She called it "Building word network." She argued that Native speakers are to retrieve, very quickly, word with similar spelling or similar prefixes and suffixes. It also seems to be the case (as word-association games attest), that we organize words by meaning and that a particular word will gradually become part of a semantic cluster or lexical set: for example, 'egg', 'bacon', 'cereal', 'toast', and 'jam' as the typical constituents of an English breakfast; 'apple', 'pear', 'peach', 'nectarine', and 'plum' as edible fruits, or 'father', 'mother', 'son', and 'daughter' as members of nuclear family. In fact, a good deal of language teaching material is based on the assumption that learners categorize words systematically, building careful networks of meaning, which include the various relationships.

In addition, Woodward (1985) in Nation gave an example of class activity of teaching vocabulary using hyponymy. He said that "The teacher provides the learners with a list of categories like food, household objects, numbers, jobs, etc. Each learner chooses or is given one category. The learner then has to write as many words as possible under the category heading on a piece of paper. So, food should contain items like bread, meat, etc. The learners should write known words, not look up unknown words. After set time, a learner passes their paper to the next learner who then tries to add words not already listed. Then the paper is passed on until each learner regains their origi nal sheet of paper. The learner has to check the spelling with a dictionary and then these sheets become a class dictionary that is added to as new words are met.

METHODOLOGY

The main objective of this research was to find out whether the application of educational games in the learning process could develop the students' vocabulary mastery. To achieve this objective, researcher used quasy-experimental research design which consisted of one pre-test, four meetings of learning process as the treatment, and one post-test. The population of this research was the eighth year students of SMK Negeri 3 Parepare consisting of 381 students and divided into nine classes. Because of limited time, the researcher get sample from population. In this case, researcher used cluster random sampling to get a class from population representing experimental class. The researcher used class X.TKJ 1 as experimental class, consisting of 28 students and X.Multimedia 1 as comntrol class, consisting of 32 students, which was chosen randomly, total sample of the research consisting of 60 students. The researcher used vocabulary test as the instrument of the research to measure the vocabulary mastery of students. The vocabulary test had three kinds of test; they are multiple choices, fill in the blank and arrangement.

FINDINGS

Based on the technique of data analysis, the researcher used a test, in addition the researcher had given pre-test and post-test to the students both in experimental class and control class. The result of each term was different. the researcher found some different of students' vocabulary mastery in pre-test and post-test in experimental and control class. It is found that the students vocabualry mastery in experimental and control class had variety scores in pre-test. In experimental class there are some students are classified into good and fair, but also there several student are classified into poor, because their answers were incorrect . It means that the students vocabulary mastery still low in pre-test. Likewise in control class. It can concluded, that both of classes still got classified fair in pre-test, so the researcher taught vocabulary by using hyponymy games in experimental class and using guessing game in control class.

Moreover, After giving treatment the data also showed that was improvement of vocabulary mastery. In experimental class most of the students are classified into good classification because their answer were compete and also there are several students are classified into very good because their answers was correct and there is no student are classified into poor and fair classification. Than in control class most of the students got good classification like in experimental class and also very good classification, but there are several of the students are classified fair. It means that in experimental class there were any significant different between the students who are taught by using hyponymy game and the students who are taught using guessing game, and indicates that the student's vocabulary can be improved by using hyponymy game.

Futher, the result of the students' pre-test and post-test after calculating the mean score and standard deviation in both classes. It was faound that that the mean score of pre-test obtained by the students before giving the treatment in experimental class was not too different than the mean score in control class. It indicated thatthe students' vocabulary mastery both class was average similar. In addition, the standard deviation of pre-test in experimental and control class showed that the students' vocabulary mastery in both experimental and control class was heterogenous or still had variety score. While, after giving the treatment where the students' taught by using hyponymy game in experimental class and using guessing game in control class, the mean scores of the student's in post-test was higer than mean score in pre-test in both classes but the improvement was different. The students' mean score in experimental class improved significantly than in control class. Meanwhile, theresult of standard deviation in experimental class in post-test was lower than in pre-test it means that the students' vocabulary mastery was homogenous after giving the treatment. While, the standar deviation in control class in post-test and pre-test have a little bit different. It mean that the students' vocabulary mastery in control class still heterogeneous.

The Hypothesis Testings

In testing the hypothesis, the researcher applied an independent test at the level of significance with $\alpha = 0.05$. The result of the calculation (SPSS 21,0). Based on the research, the researcher found that after calculating the t-test for

students' pre-test, the probability value (0.78) is higher than the significance value (α) = (0.05). The analysis show that the null hypothesis (H_0) is accepted.and the alternative hypothesis (H_1) was rejected. While, t-test for srudents' post-test, the probability value (0.00) is lower than the significance value (α) = (0.05). The analysis shown that the null hypothesis (H_0) of post-test was rejected and alternative hypothesis (H_1) was accepted. It meant that hyponymy games can improve students' vocabulary mastery significantly.

DISCUSSION

Vocabulary is one of the most important components in a language. Without vocabulary the students cannot do communication, read and write can't be conveyed. Besides, vocabulary is considered as the most important factor increasing mastery of learning nd teaching English process. Vocabulary is a key to master language skills. As stated by Al-Dersi (2013), the knowledge of vocabulary plays a very crucial role in the major language skills: listening, speaking, reading and writing. Mastery over required knowledge of vocabulary can make a foreign language learner an effective speaker, good listener, reader and writer.

To improve the students' vocabulary mastery, the researcher applied aplly hyponymy game as a technique, where Taslim (2014) suggest, "hyponymy games is highly effective in developing studens' level in vocabulary. Firstly, when she applied the games, the students concentrated better and through the vocabulary easily. Secondly, hyponymy games make lesson clear, interesting, and useful for the young learners, so that they do not lose attention and concentration. Where Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful. Aslanabadi and Rasouli (2013), Games have always brought in relaxation and fun for students, and they learn and retain new items easily. Some games can be quite instructive and enlightening.

The researcher giving treatment to the students for four meeting in experimental and control class. Before giving treatment, the researcher gave pre-test to the experimental and control class to see the prior knowledge of students. The result showed that there was lack of students' vocabulary mastery in the both classes.The researcher taught using hyponymy games and in control class the researcher using guessing game in each meeting.

After giving treatment, the researcher gave post-test to the students in both experimental class and control class. Based on the Dirjen Pendidikan Dasar dan Menengah 2014 it could be classified as good in experimental class and also good in control class, but the mean score in experimental class higher than in control class. It showed that there was an improvement of the students' vocabulary mastery. While the result of the standar deviation in the experimental class was (14.75) in the pre-test to (7.93) in post-test. The standard deviation of the students in the control class was (12.74) in the pre-test to (12.22) in post-test. It revealed that the mean score and standard deviation of the students post-test were different. It means that teaching vocabulary mastery by using hyponymy game was better

than teaching vocabulay mastery by using guessing game. From this result could be showed that games are considered to be an unavoidable factor for enhancing and accelerating the teaching learning process (Mustafa, 2011).

Nurdianita (2015) the researcher found that, The Use Of Texttwist Game For Teaching Vocabulary to the students run well. The sudents liked the Texttwist game because the Texttwist game was fun and interesting. It also made them enjoy in learning English. Another researcher (Rasmah, 2014) explained that using games was more effective if applied in the teaching learning process. So, using games in teaching vocabulary is a solution in solving a teaching-learning problem.

Games are considered to be an unavoidable factor for enhancing and accelerating the teaching learning process As stated by Mustafa (2011), which stated that. Nicolson and Williams in Tuan (2012), define the game as a form of teaching which may be used in circumstances where ordinary approaches are not well tolerated; when attention is hard to get and harder to keep. The students had different interest in learning, generally they liked to play in the classroom. So, hyponymy games could be a solution to solve problem in teaching. Students were invited to explore their knowledge through games, but the main objective of the learning was to improve the knowledge of students, especially vocabulary mastery. However, a game as a motivation for students to learn is a fact in the application of games in the teaching learning process.

Finally, the researcher assumed that the application of hyponymy games in teaching vocabulary can improve the vocabulary mastery of students, besides making students more interest and motivated to learn English, especially vocabulary. It is not only proved from the findings of the research, but also supported by some previous research findings and some ideas from the experts.

CONCLUSION

Based on the findings and discussion of the study, it can be concluded that the use of Hyonymy game was able to improve the vocabulary mastery of the Tenth Grade Students of SMK Negeri 3 Parepare. It is proved by the significant difference of independent test result between experimental and control class. It is also supported by the significant of gain score result for both groups. It is also supported by the significant of gain score result for both groups.

Therefore, the researcher put forward some suggestions for development the students' vocabulary mastery. English teacher should improve the interest and motivation of students before teaching vocabulary to them, because the high interest and motivation of students can influence the attention of students in learning English. Moreover, English teacher should apply some innovative games in each meeting to avoid the bored feeling of students during the learning process. Students should apply this method in learning vocabulary so it could reduce the bored feeling during learning process.

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